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ABSTRACT

This pamphlet is an aid for school guidance counselors as they work to develop guidance programs that support and enhance their schools' multicultural, nonsexist educational programs. The following sections are included: (1) definitions of multicultural, nonsexist, and guidance terms; (2) rationale and philosophy; (3) legal authority for multicultural, nonsexist education as stated in the Iowa Code; (4) descriptions of 4 general goals and 17 specific objectives; (5) a self-evaluation checklist divided into guidance program structure, materials, and strategies; (6) a 37-item bibliography of resource materials; and (7) a list of 10 resource organizations. Although this booklet is directed at Iowa guidance counselors, most of the material is applicable to any region. (DC)

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Multicultural Nonsexist Education

in Iowa Schools

CG400192

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Definitions

1. **Multicultural Education:** educational processes that promote understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian American, Black American, Hispanic American, American Indian, and the handicapped. The educational program shall be characterized by practices that provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.
2. **Nonsexist Education:** educational processes that foster knowledge, respect and appreciation for the historical and contemporary contributions of men and women to society, as well as educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices which provide equal opportunity to both sexes.
3. **Ethnocentric:** from the point of view of one's own ethnic group.
4. **Androcentric:** from the male point of view.
5. **Eurocentric:** from the European or Euro-American point of view.
6. **Multicentric:** from several points of view.
7. **Guidance:** the part of the educational program designed to foster maximal development of individual potentialities by providing early and continual assistance to youth as they consider various choices, make decisions, and accept the adjustments all must make as they move through life. (from *Guidance Services: Suggested Policies for Iowa Schools)*
8. **Guidance Program Structure:** administrative policies and practices that have impact on guidance and counseling programs.
9. **Guidance Program Materials:** informational, appraisal and instructional materials used in guidance services.
10. **Guidance Program Strategies:** approaches used by counselors to interact with and involve students, administrators, teachers, parents and community people in the guidance program.

Rationale and Philosophy

All students should see themselves positively reflected in the curriculum regardless of their sex, race, cultural background or disability. Students who do not see themselves reflected often feel alienated from the educational process and may soon question their own worth. Students shou d also see the contributions and perspectives of the disabled, other racial and cultural groups and the other sex reflected in the curriculum. Students who are not exposed to other groups through direct contact or indirectly through their educational program can develop an artificial sense of self or group superiority (the "we did it all" syndrome). This can lead to patronizing attitudes toward those groups. If this feeling is reinforced across time, it can lead to prejudiced attitudes and behaviors in adulthood.

The multicultural, nonsexist curriculum is based on the theory of cultural pluralism. This theory celebrates the diversity that characterizes a country in which 300 American Indian nations joined with women and men from every continent and country on this planet. It shows cultural and sex-role diversity as strengths that enrich the United States. It is a curriculum in which all citizens can see themselves and others reflected.

One force uniting MC/NS* curriculums and guidance and counseling programs is a similarity of goals. Both share the basic aims of helping students develop positive self-images, effective human relationships and decision-making skills to help them assume the rights and responsibilities of membership in a pluralistic society. One advantage of a MC/NS approach in achieving these aims is that it recognizes and deals with the real profile of the nation. Cultural diversity and the evolving roles of men and women are not societal goals; they are existing basic qualities of our nation. Students leaving our schools will encounter physical, attitudinal and behavioral differences between themselves and others. They must learn to appreciate the strength and enrichment embodied in those differences. They will need attitudes and skills which will help them build viable working relationships with people whose values do not mirror their own, and enable them to understand and cope with inevitable societal change. Guidance, which deals largely with the affective domain, is well-suited to help students develop these skills and attitudes for healthy interpersonal and intergroup relations.

While there are no formulated techniques, counselors who strive for a MC/NS approach are aware of the impact cultural conditioning and sex role socialization have on counseling in general and on counselor/counselee interactions in particular. They build that awareness into their backgrounds and counseling strategies.

Recognizing that cultural upbringing is largely the source of individual values and behaviors, multiculturally oriented counselors work to know and understand the basic characteristics of different cultural groups, including their own. The culturally sensitive counselor knows enough about diverse cultural groups to be able to compare and contrast value systems without labeling cultural differences as deficiencies. They have undertaken the difficult but important task of stepping outside their own cultural backgrounds to examine themselves as cultural beings. They have looked at personal patterns of thinking, assumptions and values that could impede or derail advising and counseling activities without their awareness. They know how to monitor their own ethnocentricity, and are able to avoid unwittingly imposing their values on counselees. The culturally sensitive counselor is able to use general cultural characteristics as an elastic structure of clues for understanding individuals, without using that same structure to stereotype individuals. They recognize that the biases, preferences and expectations that minority and nonminority students bring to the counseling situation may differ. For example, individual recognition may not be a motivator for minority students whose self-worth is closely tied to family or group membership. Winning may not be as highly valued as cooperating, and self-disclosure

*multicultural/nonsexist

may not be a part of the behavioral repertoire of some minority cultures. A multicultural counselor allows individual students to choose the degree of cultural fidelity most functional for them, does not expect only the minority student to be culturally adaptive, and helps prepare all students for the social, political and economic realities of the complex human relationships in a culturally diverse nation and world.

Recognizing that sex-role attitudes are largely derived from social conditioning, nonsexist counselors work to be sensitive to sex-role stereotypes and the impact that traditional expectations may have on students' self-concepts and aspiration levels. They analyze their personal values and motivations about sex-role stereotyping and are able to monitor them when working with counselees. Nonsexist counselors encourage both females and males to develop into adults who can comfortably display a full range of human behaviors. They want students to comfortably display assertiveness, gentleness, independence, strength, tactfulness, logic, intuitiveness and self-confidence, without being concerned whether the behavior is gender-appropriate, but whether it is humanly appropriate. This is basic to sex-fair counseling.

In the world of work, job titles and average earnings are still statistically tied to race, gender and disability in a way that reflects poorly on our national ideals of equality in education and employment. While the causes of this are complex, unbiased academic and career counseling can help change this status quo. Guidance counseling programs are sometimes hampered by outdated appraisal and career information materials or by personnel who are traditionally prepared and who unconsciously hold tradition-based expectations. Counselors who have made a personal response to equity concerns assume a responsibility for providing specialized career guidance support to female, disabled and minority students. Guidance materials are screened to ensure that all students see themselves positively reflected. Results of aptitude, achievement and interest measures are interpreted with special care, with consideration routinely and consciously given to stereotypes that may have a limiting effect on students. Such counselors appreciate the need for extra support systems for students who pioneer in their academic and career choices, and they work with key people to provide that support.

Just as the counseling program readies students to leave the community for the new climate of a post-secondary institution or the workplace, it should also ready them to live and work in a multicultural, nonsexist environment. In this shrinking world, the more successful and self-fulfilled adults of tomorrow will be those who, as students, learned to accept and appreciate diversity, be open to new experiences unblocked by stereotypical responses, cope with change, and use the benefits of cultural pluralism for themselves and others.

The Legal Authority

Iowa Code
(Section 257.25, Paragraph 1)

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards 670--3.5 (257)

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) "BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL, NONSEXIST APPROACHES TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule.* The plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be filed locally in a readily available form and location, as evidence of compliance with the provision of the law."

3.5(5)c The multicultural, nonsexist educational plan shall include:

(1) Specific goals and objectives with implementation timelines for each component of the educational program;
(2) A description of the inservice activities planned for all staff members on multicultural, nonsexist education;
(3) Evidence of systematic input by men and women, minority groups, and the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;
(4) A description of the periodic, on-going system to monitor and evaluate the plan.

3.5(6) Instructional program for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural, nonsexist approaches, and it shall include a statement of its educational purpose; suggested instructional activities, materials, and content; and a description of the performance criteria used in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials, and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sex or cultural racial stereotyping exists in instructional materials, it shall be brought to the attention of the students; and supplementary material shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

*Effective date of rule: July 16, 1979.

Goals and Objectives

Multicultural, nonsexist (MC/NS) education concepts should be a visible, integral part of the counseling program. They should be visible in the goals and objectives, program planning and evaluation, and daily activities. The following goals are suggested as a model for the MC/NS education program. Each goal is accompanied by objectives specifically pertaining to the counseling program. Activities related to each of the objectives should be integrated into all levels of the guidance program.

Goal 1:

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background, or disability. This self-concept should be based on understanding and valuing their personal and group identities, as well as a greater awareness of their values and the relationship of these values to everyday decisions and actions.

Objective A: Students, through opportunities and information offered in the counseling program, will explore their personal and group identities to develop positive and realistic self-concepts.

Objective B: Students will recognize that bias and stereotyping can negatively affect self-concept.

Objective C: Students will explore their personal and cultural values and the degree to which their everyday behavior mirrors those values.

Goal 2:

To help students understand that both sexes, diverse racial/cultural groups, and the disabled have made valuable contributions to the heritage of the United States, and that this diversity enriches and strengthens our country. Inherent in this goal is exposing students to a broad range of career roles and life styles regardless of their sex, race, national origin or disability.

Objective A: Students will recognize that cultural diversity contributes to richer human relationships.

Objective B: Students will describe and discuss in unbiased ways the qualities, skills and preparation needed for a wide array of careers and will examine personal goals in relation to these factors.

Objective C: Students will recognize that stereotypes based on race, sex, national origin or disability may unreasonably impact an individual's career choice.

Objective D: Students will recognize when courses, occupations and life roles are being categorized on the basis of stereotypes rather than on the basis of skills and attitudes required.

Goal 3:

To help students understand that all persons have common needs, feelings and problems, while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias, and bias toward the disabled are social phenomena.

Objective A: Students will recognize that basic human needs, desires and concerns are felt by all people, and that these human feelings may find different behavioral expression in different cultures.

Objective B: Students will be aware that sex, race, culture, disability and personal experience are factors in the development of customs and value systems.

Objective C: Students will recognize how unmonitored ethnocentrism affects attitudes toward other groups.

Objective D: Students will demonstrate respect for the values and perspectives of other persons and groups, even though they may differ from their own.

Goal 4:

To help students develop positive interpersonal and intergroup communication techniques, as well as a motivation to play an active role in solving societal conflicts. Inherent in this goal is understanding that present societal conflicts are a consequence of centuries of cultural and group conditioning, and that improved human relations depend on increased intergroup and interpersonal communication, understanding and cooperation.

Objective A: Students will show awareness of race, sex, national origin and disability as factors in the communication process.

Objective B: Students will show ability to communicate verbally and nonverbally in ways that are nonsexist and respect diversity.

Objective C: Students will participate in activities that build trust and cooperation among diverse individuals and groups and between the sexes.

Objective D: Students will know that all people have legal rights and responsibilities for equal opportunity in educational programs and employment.

Objective E: Students will demonstrate interpersonal communication skills such as active listening, humane expression of criticism or point-of-view, and empathetic feedback.

Objective F: Students will practice and improve their group problem-solving and conflict-resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions.

A Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their curriculum programs to determine the degree to which they are consistent with multicultural, nonsexist education. This checklist is a general guide for looking at the guidance program, K-12.

The make-up of the staff, the patterns of counselor/counselee interactions, and classroom populations in the district at-large have important implications for the strategies used in the multicultural, nonsexist counseling program. Districts which have stereotypical staffing patterns (examples: all-male administrators, all-female elementary counselors, all-white staff) should build objectives for change into their employment policies. Scheduling policies which may cause or reinforce sex-typed class enrollments (80 percent or more of one gender) or minority isolation should be changed.

A. Guidance Program Structure

1. Are there diverse role models (male and female, diverse cultures/races) on the counseling staff at both elementary and secondary levels? _____Yes _____No
   a. If not, what caused this to happen? Are there long-range strategies for changing this pattern? _____Yes _____No
   b. What impact might this have on strategies for achieving MC/NS counseling objectives?

2. Are there disabled employees who may serve as role models for students? _____Yes _____No

3. Do enrollments in all programs and classes reflect the male-female balance and cultural diversity found in the district? _____Yes _____No
   a. If the answer is no, what caused this to happen? Can this be changed? _____Yes _____No
   b. What impact does this have on achieving MC/NS counseling objectives?

4. Are scheduling practices avoided that may result in sex-typed enrollments (80 percent or more of one sex) or the relative isolation of racial/cultural groups and the disabled? _____Yes _____No

5. Are all courses and programs offered on a totally integrated basis? _____Yes _____No

6. Are programs and courses given titles and descriptions which ease the movement away from segregation? _____Yes _____No

7. Has there been meaningful interaction between counselors and the persons responsible for the district's MC/NS education plan? _____Yes _____No

8. Has inservice on MC/NS approaches to counseling been provided for the entire counseling staff? _____Yes _____No

9. Have district administrators incorporated MC/NS considerations into the staff evaluation procedure? _____Yes _____No

10. Do appointment records show that guidance services are provided for, and used by, students at all levels on an equal basis? _____Yes _____No

11. Does the school make a definite effort to involve cultural minority parents and community persons in the plans and activities of the counseling program? _____Yes _____No

12. Does the school provide or supplement counseling services in languages other than English when necessary? _____Yes _____No

13. Do all students have equal opportunity to meet with representatives of post-secondary educational institutions? _____Yes _____No

14. Do counselors seek out students who may, because of cultural differences, be less apt to seek counseling help? _____Yes _____No

15. Is information about financial aid of all kinds equally available to all students regardless of race, sex or disability? _____Yes _____No

16. Do records indicate that no gender or racial or cultural group is referred for counseling more often than others? _____Yes _____No

17. Are all eligible students referred to all employers requesting applicants for part-time, temporary or full-time jobs? (Has the school informed such employers of the school's legal obligation to cooperate only with employers who do not discriminate in employment?) _____Yes _____No

18. Have prerequisites for upper-level courses been examined to ensure they do not unnecessarily exclude any student? _____Yes _____No

19. Does the K-12 counseling staff meet periodically to discuss common goals and objectives? _____Yes _____No

20. Is there a common K-12 set of goals and objectives for the guidance and counseling program that reflects MC/NS concepts? _____Yes _____No

B. Guidance Program Materials

1. Are estimates of student ability based on results and instruments that have minimal culture and sex bias? _____Yes _____No

2. Have all instruments used in the counseling program to measure student interests, aptitudes and abilities been evaluated for bias on race, culture, sex and disability? _____Yes _____No

3. Are illustrations in career guidance materials, audio-visual materials, and on bulletin boards representative of the cultural/racial diversity in the U.S. as well as the roles open to both men and women? _____Yes _____No

4. Are both men and women, diverse cultural-racial groups and the disabled shown in both active and passive, traditional and nontraditional roles? _____Yes _____No

5. Are guidance materials free of ethnocentric or sexist language patterns that may make implications about persons or groups based on their culture, sex or disability? _____Yes _____No

6. Do materials avoid reinforcing stereotypes about cultural/racial groups, men and women, and the disabled? _____Yes _____No

7. Have MC/NS criteria been integrated into the guidance materials selection process at the district level? _____Yes _____No

8. Are criteria for scoring all tests used in the school the same for females and males? _____Yes _____No

9. Do materials deal openly and accurately with racism, sexism, and handicapism in the workplace and in society? _____Yes _____No

10. Do all career counseling materials use occupational titles which are gender-free? Example: drafter, rather than draftsman. _____Yes _____No

11. Do counselors, when necessary, make use of biased materials in unbiased ways? _____Yes _____No

12. Does the professional library include materials to help counselors implement MC/NS approaches? _____Yes _____No

C. Guidance Program Strategies

1. Do counselors treat discrimination, bias, stereotyping, etc., as community problems rather than as problems owned only by females, disabled students and minorities? _____Yes _____No

2. Is there a plan for helping students develop the interpersonal and intergroup skills and values needed for effective living in a MC/NS society? _____Yes _____No

3. Have counselors consciously worked to understand their counselees as cultural beings and analyzed how this affects the counseling situation? _____Yes _____No

4. Do all counselors model nonsexist behavior and cross-cultural skills? _____Yes _____No

5. Do counselors continually work to increase their knowledge of specific values, behaviors and life styles of different cultural groups in the U.S.? _____Yes _____No

6. Have counselors consciously worked to understand their own cultural frame of reference; how their cultural backgrounds influence their behaviors, language, interactions, judgments and expectations; and how this affects the counseling situation? _____Yes _____No

7. Do counselors seek awareness of how culture may affect learning style? _____Yes _____No

8. Do counselors openly discuss racial/cultural and sex-role socialization considerations with students? _____Yes _____No

9. Do counselors try to help all students transcend bias and stereotyping in educational and career choices? _____Yes _____No

10. Do counselors avoid using language that may be sexist or ethnocentric? _____Yes _____No

11. Do counselors alert students to bias and stereotyping when it occurs in guidance materials? _____Yes _____No

12. Are all students given equal exposure to, and encouragement for, technical and college training? _____Yes _____No

13. Does the career guidance component provide comprehensive information for all students—regardless of race, sex, disability, or national origin—about occupational choices that will be available, especially in fields where they have been underemployed? _____Yes _____No

14. Are the qualities of nurturance, compassion and cooperation encouraged in boys as well as girls in order to prepare them to be well-rounded adults and good parents as well as wage earners? _____Yes _____No

15. Are the qualities of assertiveness, independence and logical thinking encouraged in girls as well as boys in order to prepare them to be well-rounded adults and wage-earners as well as good parents? _____Yes _____No

16. Has the counseling staff sought input from classroom teachers on possible MC/NS guidance information and techniques relevant to the teacher's instructional area? _____Yes _____No

17. Does the counseling program systematically provide special support for nontraditional students such as the disabled, isolated minority, and males and females in nontraditional pursuits? _____Yes _____No

18. Do counselors take advantage of special opportunities such as "career days" to expose students to nontraditional workers and occupations? _____Yes _____No

19. Have all students, including special populations such as minority students, been surveyed to determine their special counseling needs? _____Yes _____No

20. Does the counseling program include activities that will encourage students' self-esteem regardless of their sex, culture, race or disability? _____Yes _____No

21. Do counseling activities that deal with human relations skills such as active listening, empathetic feedback and assertiveness include examples of the impact of race, sex, disability and culture human interactions? _____Yes _____No

22. Are people of diverse racial/cultural groups, men and women in traditional and nontraditional roles, and disabled individuals used as resource persons in the counseling program? _____Yes _____No

23. Does the counseling program include activities on the origins and effects of prejudice, stereotyping and discrimination? _____Yes _____No

24. Are there a variety of large group, small group and one-to-one approaches used in all aspects of the counseling program so that all students regardless of disability, sex or race/culture are encouraged to seek participation? _____Yes _____No

25. Do counselors seek new or alternative methods of assessment that try to minimize culture and sex bias? _____Yes _____No

26. Do counselors attempt to counteract the impact of biased tests, career guidance materials, etc., in their interactions with students? _____Yes _____No

27. Do counselors help teachers examine their views of minority students, including cultural norms, social mores, etc.? _____Yes _____No

28. Have counselors contacted other teachers and administrators about their needs and concerns in carrying out MC/NS education goals? _____Yes _____No

29. Have counselors, through inservice or otherwise, shared their expertise in nonsexist and multicultural human relations with teachers, administrators, parents and community members? _____Yes _____No

30. Do counselors make definite efforts to involve minority parents in the guidance program? _____Yes _____No

Bibliography of Resource Materials

The following materials are recommended resources for counselors working to implement a multicultural, nonsexist program. It is a selective listing rather than a comprehensive one, and should provide a nucleus of resources.

American Personnel and Guidance Association. *Counseling the Handicapped, Counseling Minority Group Members,* and *Counseling Girls and Women.* (Bibliographies) APGA Publication Sales, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). 1983. Price members $6, nonmembers $7.50 (each).
These APGA bibliographies list media about equity issues in counseling.

American Personnel and Guidance Association. *Human Rights Issues in Counselor Training and Preparation: An Annotated Bibliography.* Association for Counselor Education and Supervision, APGA Order Services, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). 1981. Price $1.00 (Order No. 72174).
A comprehensive 30-page bibliography containing descriptions of articles and other literature related to human rights issues in counselor preparation.

Anderson, Gregory and Farmer, Helen. *Interest Inventories: A Counselor's Handbook.* Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455. (309/298-1917). 1977. Price $1.00.
The Illinois Office of Education has developed a handbook to help counselors handle interest inventories with special care. Discussions on race and sex bias, age-level appropriateness and vocational applicability, plus reviews of inventories are included.

Anti-Defamation League of B'nai B'rith. *Human Relations Materials for the School, Church and Community.* 7701 Pacific, Omaha, NE 68144. (402/392-2274). Price free.
An extensive catalogue of books, pamphlets, and audio-visual materials. Includes sections on prejudice, discrimination and intergroup relations; ethnic and minority studies; teaching methods and materials; the Holocaust; anti-Semitism; Jews and Judaism; etc.

Association for Counselor Education and Supervision, Commission on Sex Equity. *For Women and Men: Sex Equality in Counselor Education and Supervision.* APGA Order Services, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). Price $3.75 (Order No. 72180).
This handbook contains training modules for use in preservice and inservice settings for increasing counselors' understandings of the evolving roles of women and men. Annotated bibliography is included.

Avery, Donna M. *Critical Events Shaping Women's Identity: A Handbook for the Helping Professions.* WEEA Publishing Center, EDC Inc. 55 Chapel Street, Newton, MA 02160. (800/225-3088). 1982. Price $5.25.
Success in counseling women depends on the counselor's sensitivity to their particular needs. Based on interviews with women about critical events and issues in their lives, this book is helpful in sharpening sensitivity to the impact of sex-role stereotyping on women.

Bem, Sandra L. "Androgyny vs. the Tight Little Lives of Fluffy Women and Chesty Men." *Psychology Today.* September 1975, Vol. 9 No. 4, page 58.
A description of research on the limiting

effects of rigidly sex-typed behavior. Suggests a new, androgynous standard of mental health as freeing women and men to cope more effectively with the variety of experiences with which life presents us.

The Fable of He and She. Color film. 11 minutes. Customer Service, Learning Corporation of America, 711 Fifth Avenue, New York, NY 10022. (212/397-9360). 1974. Price $225, rental $25, VTR $175.
This fable, animated with clay figures, challenges the stereotypical sex division of work. In the end, new ways are found to divide labor so individuals can work at what best suits them. Charming, humorous and nonthreatening. Useful and enjoyable for all ages.

Fromkin, Howard L. and Sherwood, John J. *Intergroup and Minority Relations: An Experiential Handbook.* University Associates, Inc., 8517 Production Avenue, P.O. Box 26240, San Diego, CA 92126. (714/578-5900). 1976. Price $14.50.
Experiential activities designed to help people work effectively with "different" groups. Although the focus is mostly on black/white relations, the contents can be modified to improve relations between people who are different in age, sex, economic class, etc. Deals with both individual and societal aspects of prejudice and discrimination.

Guthrie, Robert V. *Even the Rat was White: An Historical View of Psychology.* Harper and Row, 10 East 53rd Street, New York, NY 10022. (212/593-7000). 1976. Price $13.50.
This book provides an historical view of psychology from a black perspective, and examines the negative influence of psychology on the image of blacks held by many whites and some blacks. The author also highlights the significant contributions to the field of psychology made by black psychologists, and discusses the barriers blacks have faced in entering and being recognized in the field of psychology.

Hansen, Sunny L. *Born Free: Training Packet to Reduce Sex-Role Stereotyping in Career Development.* WEEA Publishing Center EDC, 55 Chapel Street, Newton, MA 02160. (800/225-3088).
Call the toll free number for detailed descriptions, prices and ordering information for this 15-unit mix-and-match production. This inservice training program consists of a variety of modules targeted at specific levels and issues. Three training manuals are supplemented by three technical reports and nine videotapes.

Hawley, Peggy. *Sex Fair Career Counseling.* APGA Order Services, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). 1980. Price $4.95 members and $6.25 nonmembers (Order No. 72195).
This is a basic source for the analysis of sex-fair counseling. It gives consideration to broad issues and specific effects of sexism on females in school and the larger society.

Howe, Florence (edit.) *Everywoman's Guide to Colleges and Universities.* Feminist Press, Box 334, Old Westbury, NY 11568, (516/997-7660). 1982. Price $12.95.
Gives college and university information of interest to women who now comprise the numerical majority on U.S. campuses. Rates the schools in five categories: curriculum, athletics, number of women among student leaders, faculty and administration. Gives specific information about number of rapes and assaults reported, availability of health and counseling services for women, sexual harrassment policies, etc.

Journal of Non-White Concerns in Personnel and Guidance. APGA Order Services, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). Four issues yearly. Price $10 annually; single copy $2.50 members and $3 nonmembers (Order No. 0009).
Official journal of the Association for Non-White Concerns in Personnel and Guidance, a division of the American Personnel and

Guidance Association. Focuses on furthering cultural development and expanding ideas related to non-white interests and experiences in counseling, psychology, guidance and personnel in all levels of education, social services and community agencies.

Journal of Non-White Concerns in Personnel and Guidance. Albert R. Griffith, (edit.) APGA Order Services, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). Price $2.50 members, $3 nonmembers (Order No. 70672).
Special issue, "Black Career Development" examines issues relevant to career development of minorities in general and black students in particular.

Journal of Non-White Concerns in Personnel and Guidance, Robert L. Williams and Willie S. Williams, (guest edits.) April 1978. APGA Order Services, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). Order No. 72179.
This special issue, "Testing" looks at cultural bias in tests and testing procedures.

Kogelman, Stanley and Warren, Joseph. *Mind Over Math*. The Dial Press, 1 Dag Hammarskjold Plaza, New York, NY 10017. (212/605-3000). 1978. Price $3.95.
This book, written by two prominent mathematicians, is based on their experiences in leading groups to help people overcome math anxiety. It provides some interesting insights and strategies for teachers and counselors who may notice the symptoms of math avoidance in themselves or their students.

Larson, Beverly H. *Promoting Sex Equity in the Classroom: A Bibliography*. Educational Equity Section, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319. (515/281-5502). Price free.
An organized listing of equity materials for use in Iowa schools, many of which would be useful to guidance counselors.

Meer, Claudia Gaillard. *Sex Role Stereotyping in Occupational Choices: A Career Counseling Manual*. State University of New Jersey, Rutgers Campus. Institute of Management and Labor Relations, Public Education Department, Ryders Lane, Cook Campus, New Brunswick, NJ 08903. (201/932-9230). 1982. Price $6.
This manual helps counselors and teachers provide unstereotyped career counseling for students. It consists of statistical information, activities, and resources for career counseling activities. Intended mainly for the high school level, it is also adaptable to junior high and post-secondary situations.

Minaugh, Carol J. *Continuing a College Education: A Guide for Counseling the American Indian Student*. ERIC/CRESS Publications, Dept. 6, Box 3AP, New Mexico State University, Las Cruces, NM 88003. (Stock No. IAP-11d). Price $4.50.
One of a three-volume resource set on fostering college education for American Indian students. Other volumes target the student and the student's family.

Pedersen, Paul, et al, editors. *Counseling Across Cultures*. University Press of Hawaii, 2840 Kolowalu Street, Honolulu, HI 96822. (808/948-8255). 1981. Price $10.
This sourcebook reviews literature dealing with cross-cultural counseling, provides outlines of cultural characteristics and life values of several minority cultural populations. Discusses variations among and within these groups. Workable suggestions for cross-cultural understandings and counseling are given.

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. Project on Equal Education Rights (PEER), 1413 K Street NW, Ninth floor, Washington, DC 20005, (202/332-7337). 1977. Price $7.50.
A kit for those who want to monitor Title IX progress and work for needed change in local schools. Of special interest to counselors are the Title IX Primer and the counseling module.

Ties That Bind: The Price of Pursuing the Male Mystique. PEER, 1413 K Street NW, Ninth floor, Washington, DC 20005. (202/332-7337). Price $2.

This readable four-page fact sheet is an excellent summary of data on how sex-role stereotyping harms men.

Pennsylvania State Department of Education. *PDE Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.* Publications Distribution, Pennsylvania Department of Eduction, P.O. Box 911, 333 Market Street, Harrisburg, PA 17108. (717/783-6788). 1975. Price free.

The Pennsylvania Department of Education has expanded the excellent guidelines of the MacMillian Publishing Company. In addition to overall guidelines for evaluating illustrations, content and language, this booklet contains specific guidelines for reading, general social studies, elementary social studies, high school social studies, literature, grammar, composition, spelling, foreign languages, home economics, mathematics, science, music, industrial arts, vocational education, health education, physical education, and teacher's materials in all subject areas.

People . . . Just Like You. Committee on Youth Development, The President's Committee on Employment of the Handicapped, 1111 20th Street NW, Washington, DC 20210. Price free.

A guide that includes activities and resources which can be used to create awareness and sensitivity to the problems faced by the disabled. The activities are designed for use with all ages of children and adolescents.

Personnel and Guidance Journal. Paul B. Pederson, (edit.), April 1978. APGA, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). Price $2 members, $2.50 nonmembers (Order No. 70043).

Special issue on "Counseling Across Cultures" including six articles exploring issues and approaches in cross-cultural counseling.

Powers, Barbara F. *Freedom for Individual Development.* WEEA Educational Development Center, Inc., 55 Chapel Street, Newton, MA 02160. (800/225-3088). 1977. Price $15.

An inservice kit designed to remove harmful sex-role stereotyping in vocational education, counseling, teaching methods and school-community relations.

Rainbow Activities Book. Creative Teaching Press, 5305 Production Drive, Huntington Beach, CA 92649. 1975. Price $4.95.

Fifty activities to encourage children to appreciate their cultural heritage and the heritage of others, and to promote culturally pluralistic attitudes. Usable and well-organized. Developed by the Ethnic Cultural Heritage Program, Seattle Public Schools, Seattle, Washington.

Sadker, David. *Being A Man: A Unit of Instructional Activities in Male Role Stereotyping.* Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 1977. Price $2.10 (Stock No. 017-080-01777-6).

Provides classroom activities for exploring masculinity and sex stereotypes, with directions for teacher and student roles.

Samovar, Larry A., and Porter, Richard E. *Intercultural Communication: A Reader.* Wadsworth Publishing Company, 10 Davis Drive, Belmont, CA 94002. (415/595-2350). 1982. $11.95.

Effective counseling depends on consummate communications skills. These background readings on intercultural communications are useful for counselors in understanding the importance of culture in communication.

Steel, Catherine and Hochman, Janice. *Assertion Skill Training: A Group Procedure for High School Women.* APGA Order Services, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703/820-4700). 1980. Price $3.75 (Order No. 72053).

Fourteen sessions are outlined with a description of how to facilitate the sessions. Designed primarily for use by high school counselors.

Stebbins, Linda B., Ames, Nancy L. and Rhodes, Ilana. *Sex Fairness in Career Guidance, A Learning Kit.* Abt Publications, 55 Wheeler Street, Cambridge, MA 02138. (617/492-7100). 1976. Price $30.
A set of self-administered curriculum materials that could be used by counselors and teachers to ease elimination of sex-role stereotyping and sex bias in the process of career choice. Includes sections on awareness, suggestions for sex-fair career guidance, guidelines for using career interest inventories, and an extensive resource guide, a tape of simulated career guidance situations and spirit masters for duplicating activities.

Stewart, Edward C. *American Cultural Patterns: A Cross-Cultural Perspective.* Intercultural Press, 70 West Hubbard Street, Chicago, IL 60610. (312/321-0075). 1979. Price $6.50.
Provides an eye-opening, solid, cross-cultural view of the beliefs and behaviors of mainstream U.S. culture. Presents descriptions of important aspects of our culture and shows some of the implications for cross-cultural counseling. This is an important resource for counselors who want to examine mainstream U.S. culture.

Strauss, Ned and Walther, Lynn. *The Catalyst Training Package: Increasing Options for Rural Youth.* WEEA Educational Development Center Inc., 55 Chapel Street, Newton, MA 02160. (800/225-3088). 1982. Price $11.
Contains training programs for educators, students and community residents for examining career choices and eliminating stereotypes.

Vetter, Louise, et al. *Sugar and Spice is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping.* National Center for Research in Vocational Education, 1960 Kenny Road Columbus, OH 43210. (614/486-3655) 1977. Price $4.50.
Explains how children's career options can be limited by sex-role stereotyping, why it is important that children not be limited by preconceived sex roles, and what parents can do to help combat stereotyping. Explores the socializing influences of sex-role stereotyping on male and female behavior, career choices and participation in the work force.

When I Grow Up. 20-minute color film. East Central Network and Illinois Vocational Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708. (217/786-6375). Available on a free two-week loan.
Short sequences show examples of sex-role stereotyping as it exists in school from kindergarten through high school, vocational and nonvocational. It is geared toward all adults involved in any aspect of education, but could be used in secondary classrooms as well. A discussion guide accompanies the film.

Women's Equity Action League. *Women and the Military.* WEAL, 805 15th Street NW, Suite 822, Washington, DC 20005. (202/638-1961). 1982. Price $4.50.
This resource for counselors investigates the role of women in the military and carefully assesses the advantages and disadvantages of various branches. Dispels myths about women's roles in national defense at a time when more and more women are interested in entering the military.

Resource Organizations

The agencies or persons listed below are just a few of those that may provide assistance, ideas or information on resources to school districts striving to implement multicultural, nonsexist guidance programs.

American Personnel and Guidance Association. Two Skyline Place, Suite 400 5203 Leesburg Pike, Falls Church, VA 22040. (703/820-4700). Non-profit association serving members of the counseling professions. Among the divisions and committees with special concern for equity issues in counseling are: The Women's Committee of APGA, the National Vocational Guidance Association, the American School Counselor Association and the Association for Non-White Concerns in Personnel and Guidance. Write or call APGA for a free descriptive membership booklet which lists addresses, publications, etc. A catalog listing counseling resources is also available on request from the "Order Service" of APGA.

Council for Exceptional Children. 1920 Association Drive, Reston, VA 22091. The council is an excellent resource agency for educators who want to increase student awareness about disabled persons.

The Dissemination Center for the Women's Educational Equity Act Program. c/o Educational Development Center, 55 Chapel Street, Newton, MA 02160. (800/225-3088). The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for developing inservice training programs, curriculum evaluation instruments, sex-fair curriculum materials and women's studies units. The center is responsible for disseminating the educational products of the WEEA program. Call toll free for a catalog of materials.

Educational Equity Section, Iowa Department of Public Instruction. Grimes State Office Building, Des Moines, Iowa 50319. (515/281-5502).
The Educational Equity Section provides assistance to Iowa educational agencies in the areas of sex and race desegregation, multicultural, nonsexist curriculum, human relations, and bilingual education.

Guidance Services Section, Iowa Department of Public Instruction. Pupil Personnel Service Branch, Grimes State Office Building, Des Moines, Iowa 50319. (515/281-3874). This unit provides program assistance in all areas of guidance and counseling.

Iowa Area Education Agencies. Multicultural, Nonsexist Education Coordinators.
The area education agencies have begun to build a capacity for providing assistance to school districts as they work toward educational equity goals. Each agency has consultants responsible for multicultural, nonsexist education. Contact your local area education agency coordinator for assistance.

Midwest National Origin Desegregation Assistance Center. School of Education, University of Wisconsin, Milwaukee, 453 Enderis Hall, P.O. Box 413, Milwaukee, WI 53201.
This center is one of nine "Lau" centers in the United States funded by the U.S. Office of Education under Title IV of the Civil Rights Act of 1964. The center assists school districts in providing whatever special services are necessary to ensure that a student whose dominant language is not English is not limited in participation in educational activities by a lack of English proficiency. The center serves 10 midwest states including Iowa.

The Midwest Sex and Race Desegregation Assistance Center. College of Education, Bluemont Hall, Kansas State University, Manhattan, KS 66506.

The Midwest Center is a federal agency that provides assistance to school districts in Iowa, Nebraska, Kansas and Missouri in the areas of sex and race desegregation, multicultural, nonsexist curriculum and human relations.

National Clearinghouse for Bilingual Education. 1300 Wilson Boulevard, Suite B2-11, Rosselyn, VA 22209. (703/522-0710 and 800/336-4560).

Anyone interested in the education of students with limited English proficiencies may use the services of this agency. Call or write for informational brochures or to state your specific need directly. In order to receive the NCBE newsletter and other publications, ask for the Clearinghouse Products List.

Racism and Sexism Resource Center for Educators. Council on Interracial Books for Children, CIBC Resource Center, Room 300, 1841 Broadway, New York NY 10023. (212/757-5339).

The resource center publishes and distributes teaching materials to combat sex-role and cultural stereotyping. A catalog of resource materials is available on request.